JOURNAL of the
CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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Vol. 26 June-July, 1960 No. 5

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1959 - 60

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OUR PRESIDENT REPORTS

on

The National A.A.H.P.E.R. Convention

Miami Beach — April 1960

J. B. Nash said "If life on Miami Beach is an indication of the direction Recreation is going in the U.S.A., why bother going". While life on the Beach could be stimulating, there was little doubt that many sessions at the April Conference in Miami will continue to challenge those who were in attendance.

The large delegation from Toronto and Montreal made it possible to have CAHPER members at a wide variety of sessions.

Dr. George T. Wilkins, Superintendent of Public Instruction, Illinois, pointed out what an important role Health, Physical Education and Recreation have to play in today's Education.

Dr. Wilkins was speaking to the Society of State Directors and should be recorded in their post-convention report.

The Society members were given a progress report on the Golden Anniversary White House Conference, by Mrs. Ethel Brown. The report included many areas that are important to Health, Physical Education and Recreation. Our Executive will be receiving a copy of the report and a small committee will be asked to screen it for parts that may be of help to our members.

The highlights of the Miami trip occurred at the sessions of the American College of Sports Medicine. The chairman of the programme was Joseph B. Wolffe, M.D., from Philadelphia. He is an admirer of Dr. Tait McKenzie and has one of the best collections of Tait McKenzie's work in the U.S.A. He is quite interested in the developments at the Mill of Kintail. I am sure we will hear more about him at a later date.

Kaare Rodahl, M.D., Director of Research, Lankenau Hospital, Philadelphia, presented a paper "Recent Studies in Physical Fitness Evaluation". The research laboratories work very closely with Grover Mueller who is Director of Physical and Health Education in the Philadelphia schools. Harold Jack from Temple University keeps the Physical and Health Education students in touch with the laboratory findings. Every Physical Education teacher should be aware of the research carried on by Dr. Rodahl and his staff.

Dr. Josephine Rathbone chaired a meeting on the topic "Scientific Evaluation of Effects of Exercise on Girls and Women". With the support of heart specialists, physiologists and gynaecologists she made a plea for more vigorous activity for women, and to stop using the age-old excuse that menstruation and child-birth were affected adversely by vigorous activity.

Groups of Physical Education women in Canada should keep in touch with Dr. J. Rathbone as I am sure she can help our teenage girls to achieve a greater activity potential than they enjoy at the present time.

Dr. William Orban has been asked to explore ways and means by which CAHPER members will be brought up-to-date on Sports Medicine developments and where to get full reports of papers presented.

The theme of the 75th Anniversary Convention was "Forging Forces for Fitness 1885-1960". By pausing to review the developments in Health, Physical Education and Recreation over the last seventy-five years one is impressed with the progress. The three thousand delegates, the many sectional meetings, the displays and the visits to schools, help one realize the many facets where Health, Physical Education and Recreation contribute to general education.

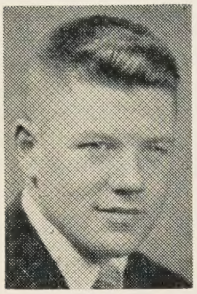
Canadians will have their Thirtieth Anniversary in 1963. A measure of our progress at that time will be interesting and informative for our younger members.

G. A. Wright,
President

CAMPING WITH PURPOSE

A Statement of Aim and Objectives of Saskatchewan's Handicapped Camping Movement

By
WILLIAM D. ROSS



The general aim of the Saskatchewan Handicapped Camping Movement specifies that the medium for rehabilitation is "camping experiences of a recreational nature". The major vehicle for achievement of objectives at camp is thereby recognized as being *normal recreational activities*, rather than procedures which might be termed *therapy* in the narrower concept of the word.

The statements presented in this article represent a true group expression by almost 300 leaders who have been involved in the province's handicapped camping movement since its inception six years ago. In the earlier stages of the movement, attempts were made to develop different sets of objectives for each handicapped group served by the camp. There were attempts to develop objectives for mentally retarded, multiple-disabled, diabetic, as well as for various age levels of orthopedically and neurologically handicapped. However, the similarity of each of these sets of objectives, greater experience and perhaps a growing insight led to the development of a single set of objectives based on the premise that even the most profound programme differences were only differences in recreational procedure and that the objectives, in essence, were identical.

The objectives, as stated in this article, are a result of six years of group analysis and evaluation. Throughout the development of the objectives there has been a number of modifications, particularly in the earlier period of the handicapped camping movement. The more recent evaluative procedures have emphasized programme aspects. However, the relatively static nature of the objectives as of late are not considered as the expression of ultimate intent. The process of group analysis, re-evaluation and re-dedication must be and is, in fact, a continuous and integral part of the Saskatchewan Handicapped Camping Movement.

The Aim of the Saskatchewan Handicapped Camping Movement

The aim of the Saskatchewan Handicapped Camping Movement is to provide camping experiences of a recreational nature for handicapped children and adults in order to aid in their all-round development and thereby help them to assume their places as well-adjusted, responsible members of our Canadian society.

OBJECTIVES AND SOME OF THE WAYS THE OBJECTIVES MAY BE ACHIEVED

Objectives

1. To develop in each camper a broad understanding and appreciation of the value of camping.
2. To encourage the development of a spiritual awareness and religious tolerance in a non-denominational setting.
3. To develop physical and social skills which will aid the camper to participate in activities of non-handicapped groups.
4. To provide opportunities for each camper to achieve and succeed. Such achievement is related to the individual camper's physical and social capacity level.
5. To provide experiences which are directed towards aiding the camper in self-realization and in making a successful adjustment to his handicapped condition.
6. To provide the opportunity for parents to have a short vacation from the tasks of caring for their handicapped children and, at the same time, provide these children with a unique and wholesome experience while fostering desirable home-camp relationships.

7. To interest, select and train camp leaders for the handicapped and to encourage them to develop a sustained interest to use their abilities in service.
8. To provide the opportunity for service minded individuals and groups to champion a worthwhile cause to contribute to achieving the aim of the handicapped camping movement.
9. To co-operate with all individuals and organizations in realizing the preceding objectives.

Some of the Ways the Objectives May Be Achieved

Through camping activities primarily recreational in nature.

Through such normal camp features as morning prayer, grace at meals, singing of spirituals and semi-sacred songs, vesper services and separate Sunday worship services for each faith.

Through selected recreational experiences in special events and social activities, in the program areas (sports, crafts, music, swimming, special interest groups, and rustic camping), and in the group living under counsellor leadership. This objective is further implemented by careful evaluation of the camper's competency and, if warranted, graduation from Camp Easter Seal and placement in normal camp programs which give evidence of skilled leadership and indicate a willingness to co-operate in such a venture.

This objective is implemented through carefully selected program activities, by working on an individual or small group basis under the direction of skilled program area leaders, and by maintaining a high counsellor-camper ratio (1:4 or 5) for the daily living and cabin group activities.

Recognition may be derived from self-realization, camp newspaper, camp staff enthusiasm and approval, swim awards, products of crafts activities, successes in sport, graduation from Camp Easter Seal, features of achievement day, etc.

Through normal daily living activities at camp under direction of counsellors guided by professional advice: by encouraging self-help and by providing social and recreational experiences adjusted to group and individual capacity levels aimed at developing confidence in growing abilities.

Through assuring effective care of the children by a carefully chosen, well-trained camp staff, each of whom is fully aware of his responsibilities, to further assure proper care by featuring a visitors' day for family and friends during each camp session and by encouraging parents and friends to transport campers to and from camp, furthermore, to take the necessary measures to maintain a correspondence between parents and campers during the camp period.

Through a continuous program resulting from group planning with all members of the camp staff from the inception of the handicapped camping movement sharing in the activities which might include pre-camp and in-service training programs, during camp and post-camp evaluation sessions, staff socials and reunions, and carry-over recreational programs from the camp to the community during the non-camping season: further, to encourage the development of a strong camp staff alumni association as a means of perpetuating a high level of leadership.

Through continuous public interpretive activities utilizing radio, press and T.V.: through special projects, appeals, public addresses and other public opinion forming procedures: also, by establishing a list of needed equipment and supplies and making it available to those who wish to contribute.

Through joint action and shared responsibility with government, private and semi-private concerns or individuals who can contribute to some of the many phases of the overall program of services to the handicapped.

About the Author:

"Bill" Ross is a former field representative with the Fitness and Recreation Division, in Saskatchewan.

While he is presently employed at the University of Oregon he continues to take an active interest in CAHPER affairs.

PRESTIGE OR PLAYERS?

By MRS. MARIAN PENNEY
University of British Columbia

"Yee-a-ay TEAM!" . . . Have you ever in the midst of the cheering asked yourself whether — in terms of human values — we can afford school teams? Are we paying too high a price for glamour? Which do we want — trophies or players? Have you, as a Physical Education Teacher, a Parent, a Student, a Principal, ever asked yourself, "Who plays on the School Team? What facilities, equipment, and coaching time are required for a School Team to practise and play its games?"

Who plays? Doesn't everybody get a chance to try out? In theory, the method of selection is democratic. True enough, the coach chooses the players from those who turn out for practice. But who turns out for practice? — The self-assured, the limelight grabbers, the students who would manage to play games somewhere even if there were no school teams. Are they necessarily the best players? Do they represent the best potential material? Ask a number of boys and girls in school if they are interested in sports and they will say, "Sure". Ask them whether they turned out for the team and they will tell you, "No, I wouldn't have a chance—I'm not good enough." The average adolescent, unsure of himself as he is, does not like to push himself. As a result, large numbers of students never do try out for the school teams.

How much time is devoted to coaching the school team? For how many hours a week is the school team in possession of the gymnasium? Most teams have one to one-and-a-half hours of practice two or three times a week, either in the gymnasium or on the playing field. To field a team of 10-12 players requires the same amount of the coach's out-of-school time. To field even one 'School Team' requires more than half of the after-school-hours in the gymnasium and more than half of the coach's time. It is estimated that, to provide every student with an opportunity to play once a week in out-of-school hours, a High School would have to have two gymnasiums and two Physical Education teachers for 700 students (350 boys and 350 girls). In many schools, instead of 700 students getting an opportunity to play, the gymnasium space and coaching time of the teachers are devoted to 40 or 50 students playing on the usual four school teams. The remaining 650 students, those who most need the opportunity to practise and to play in order to develop their latent physical skills, have no opportunity to do so. It is true that the school team can become a symbol of loyalty and a focus of group identity, and that the resulting 'school spirit' is undoubtedly beneficial to student morale. But if the school can participate in interschool athletic competition only at the expense of depriving the majority of students of the chance to play games, is this not too high a price to pay?

I talked to one of the students who does not get a chance to play. This is what he had to say: "For ages now I've wondered why the school teams get to use the gym *every* day after school. Those guys know how to play already. I'd like to learn. Once in a long while we play in Phys Ed class and it is keen fun. It would be swell if we could all have a chance to get out there and practise every week like the guys on the school team. Maybe the kids on the

team wouldn't mind not having a team in the league if they got filled in on the facts. I guess they don't realize that the rest of us never get a chance to play because they're hogging the gym all the time. I get a charge out of watching the inter-high games O.K., but it's not the same thing as being out there on the floor myself."

How does the Physical Education teacher feel about the situation? Some, unfortunately, have been influenced by public opinion and have accepted the inverted sense of values created by the publicity given today to winning teams. Newspaper and magazine articles feature only the stories of the 'stars'. Radio and television broadcast and televise only the performances of the champions. But many, among teachers themselves, disapprove of the emphasis placed on the inter-high school league teams. One of these teachers overheard a student in a university badminton class say, "This is the first time I've ever played in a tournament in my whole life." What a sad commentary on the athletic programs in the schools! This teacher was more than ever convinced that competitive inter-high school leagues should be eliminated until there are adequate facilities and coaching personnel to give every boy and girl the opportunity to play games at least once a week. This opinion is doubtless the opinion of many Physical Education teachers.

Ask the parents you know what they think of school teams. Their answers will vary, but many will say, "Yes, the price is too high!" My son is one of those students who does not think that he is good enough to try out for the school team. It does not matter to me whether he "makes the team". What does matter is that he should have the chance to play properly supervised games. I want my son to develop physically as well as mentally. I want him to learn to enjoy physical activity. I do not expect him to be a star athlete, but I do want him to feel at ease in sports. Also, I would hope that this training, under competent leadership, would help him to be at ease socially both on and off the playing field.

Not long ago some friends who had spent the year in England told me about the school their son attended. One of the things that the boy most enjoyed and considered most worthwhile was his opportunity to take part in a Games Period twice a week. Attendance at this Games Period, which was in addition to the regular physical education classes, was compulsory. Every boy had a place on a team. When teams from two schools played against each other they were matched in age and ability. The odd numbered teams, the first, third, fifth, etc., played at one school, the even numbered teams played at the other. Why could not team-games in our schools be organized in this way? If there is value in playing games with other schools, why cannot all the students share in the benefits? Why do we have *one* Senior and *one* Junior team? Less than 10% of our students play on these teams, more than 90% of the children never get an opportunity to play on any team. If the parents of this 90% demanded that their children be given an opportunity to play games once a week, or better twice a week, I believe that they would be listened to. Let us dispense with the leagues as at present constituted and replace them by invitational matches between schools. Let us give all students the chance to play on a team, whether they play against each other within the school or play teams from other schools.

Some parents feel rather differently. They may say, as one father did, "My son plays on the school team, in fact he plays on two school teams. When I watch him play it brings back memories. I can see myself out there playing against those same schools and get a great kick out of it. But lately I have begun to wonder whether placing all that emphasis on the school team is a good thing. That son of mine seems to have forgotten that you play games because it is fun to play. I feel that he attaches entirely too much importance to winning. But another matter also has set me thinking. I have only told you half the story. You see I have another son. He did not make the school team and he never has had a chance to play. One son spends all his time on sports so that he hasn't energy or time for anything else —especially his studies—and the other spends no time at all. There ought to be some way of evening things up. No one enjoys watching those inter-high school

games more than I do, and yet I don't think it's right to deprive boys like my second son of the chance to play. I believe that other fathers who get vicarious satisfaction out of inter-high games would be willing to forego this pleasure if it were put to them in terms of benefits to the student body as a whole."

Ask the high school principal what can be done, and he will say the decision is up to you—the public. The staff, parents, and the students have to decide what they want. With the present facilities and personnel every student in the school could be given the opportunity to play games, or two boys' and two girls' teams could be fielded in the inter-high school league—but you must choose which you want. There are advantages either way. A good school team builds up school morale and publicizes the reputation of the school. A winning team is good public relations. But if giving every boy and girl a chance to play is more important to you than the glamour attached to a school team winning an inter-high championship, you should say so. As long as the school enters teams in the inter-high school leagues, a few skilled players will monopolize our facilities and the time of our instructors. As an administrator I should like to provide the same opportunity for all students. I believe that the school should have a program of games for the majority rather than for the few outstanding athletes, but I am also interested in my school's reputation — athletic as well as academic. As long as that reputation depends on the school teams' records in interschool competition, the school teams must continue to receive the greater part of the coach's attention and must have first chance at the use of the facilities. This is not an issue for the individual school but a matter of general policy. What does the public want?

But who *is* the public? Surely, in any question that involves the athletic program in our schools, the public consists of the boys and girls themselves, their parents, teachers, and principals. And the opportunity for every boy and girl to play games is just what these parents, teachers, and principals want. Ideally school athletics is like a pyramid. At the bottom there must be a large number of young people who are interested in sports and who have the opportunity both to learn the basic athletic skills and to put them into practice. And the broader the base, the higher the apex. A sport for every boy and girl, and every boy and girl in a sport, must be the objective of every athletic program. Let the public, which means every man and woman who has a stake in the schools, remember that the first purpose of sports for boys and girls is the good of those who play!

* * *

"The school athletic program helps in evaluating the potentials of each participant and in developing those potentials. Competent direction is essential to the full growth of the talents and abilities of each individual competitor."

(Parmer Ewing)

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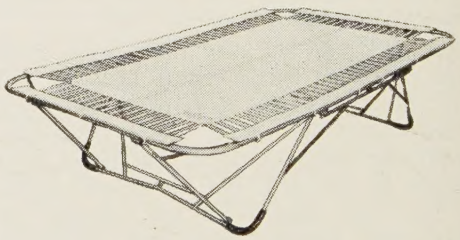

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The World Congress of The International Council on Health, Physical Education and Recreation

To be held in Amsterdam, Holland.
July 28—30, 1960

I have just returned from a flying visit to the picturesque and lovely city of Amsterdam, the capital of the Netherlands, where the World Congress of the International Council on Health, Physical Education and Recreation will be held at the end of July. I stayed in the Hotel Krasnapolsky which will be the Headquarters of the Congress, across the square from the Palace of Queen Juliana of the Netherlands,—a spacious square dominated by a striking white memorial erected in memory of the Dutch people who died in the last war. The snow was falling steadily and the temperature was well below freezing point, but the city was beautiful. In the summer it is going to be even more beautiful and attractive with its delightful streets, many of them running alongside the tree-lined canals bearing brightly painted barges, its museums and art galleries, and its interesting shops where prices are so extremely low. Another great attraction of Amsterdam, and of Holland in general, is that almost every person speaks very good English!

The Conference of ICHPER will commence on Thursday, July 28, and a full and interesting three-day programme has been arranged. The theme of the Congress will be "Physical Education's Contribution to Education". There will be Addresses by outstanding leaders in the Physical Education and Medical professions, demonstrations of gymnastics, dance and other activities and film exhibitions. Members of the conference will hear Reports and Discussions on two important surveys relating to Child Health in the School, and Physical Education. Our Dutch colleagues and the civic authorities of Amsterdam are most generously assisting our plans, which include a Civic Reception and a Tour of Amsterdam.

The ICHPER Congress precedes the annual Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession which will be held in Amsterdam from August 1-7, 1960. Many Physical Educationists will wish to stay on to this, since the theme this year will be "Child Health and the School", a subject of tremendous importance to all members of the teaching profession and of particular interest to us.

It is hoped that many Canadian P.E. specialists will be coming to Europe in the summer and that they, as well as official representatives of CAHPER, now affiliated to the International Council, will join us in Amsterdam. It should prove to be an excellent opportunity of meeting international colleagues, of exchanging ideas, of discussing problems and of making new friends. If you are planning to come to Europe this summer, obtain further details of the ICHPER Congress from

Carl A. Troester Jr.,
Secretary-General, ICHPER,
1201, Sixteenth St., N.W.,
Washington 6, D.C., U.S.A.

Amsterdam, and in fact all the attractive parts of Europe, attract many visitors during the summer months and accommodation in hotels is booked up well in advance. I would suggest, therefore, that if you propose to come to Amsterdam, write as soon as possible to Carl Troester.

MICHAEL MELANEFY,
Vice-President,
International Council on Health,
Physical Education and Recreation.

CAHPER REPRESENTED IN ROME

Ivor Wynne and Jack Passmore, who will be attending the Olympic Games in Rome, will represent CAHPER at the Federation Internationale d'Education Physique from September 6 to September 12.

Le Conseil ontarien d'Education Physique

Par GASTON ADAM
Directeur de l'éducation physique,
Ecoles séparés, Ottawa

Le Conseil ontarien d'Education physique est né le 17 mars 1956. Tous les secteurs de l'éducation provinciale y comptent des représentants: le ministère de l'Education, l'O.C.E., les écoles normales, les universités, les collèges et l'O.T.F. L'élément de langue française comprend, pour le moment trois délégués: Rév. Père Médéric Montpetit, de l'Université d'Ottawa, M. Emile Dubois, de l'Ecole normale, et M. Gaston Adam, de l'A.E.F.O. Il est fort probable qu'un délégué de l'Université de Sudbury s'ajoutera à ce nombre à l'occasion de la prochaine réunion en juin.

Le conseil n'est pas né du jour au lendemain. Il a eu une naissance des plus laborieuses. En 1949, des professeurs de culture physique, sous l'impulsion de Mlle Blanche Snell et de Mme Lois Bédard, décidèrent d'étudier les problèmes inhérents à l'enseignement de la culture physique. Sept années de travail acharné de la part de ce comité attira l'attention de l'O.T.F. La Fédération publia le résultat de leurs pourparlers dans des brochures intitulées **Let's Talk It Over** et **Now We Suggest**.

Des journées d'études un peu partout à travers la province mirent à jour les divergences d'opinion et les lacunes de l'enseignement de la culture physique dans les écoles primaires et secondaires, tant chez les filles que chez les garçons. Afin de faire l'unanimité autour de cette question, et au besoin pour passer aux actes, on décida d'aborder les problèmes de l'éducation physique en groupant leurs responsables à tous les échelons de notre système scolaire ontarien, d'où la naissance du Conseil ontarien d'Education physique.

Les buts du conseil sont toujours à l'état d'étude et ils se précisent avec le recul des années. Il désire l'unité et l'intégration de tout le programme de l'enseignement de la culture physique et de l'hygiène de l'Ontario; il veut servir d'agent d'information pour l'étude des problèmes dans ce domaine; il désire fournir aux représentants de tous les niveaux du système d'éducation l'occasion de se rencontrer. Pour plusieurs, c'est l'unique occasion d'échanger leurs vues. Ces rencontres ont permis aux membres de constater la nécessité et la valeur de leur organisme. Le conseil tient à se faire l'interprète de l'éducation physique, et du rôle des organismes qui le composent, auprès des éducateurs et du public. C'est à lui qu'incombe le travail de recherches; c'est à lui que revient l'étude des moyens à prendre pour faire passer en acte les recommandations des membres et celles que l'on trouve dans les brochures de l'O.T.F., **Let's Talk It Over** et **Now We Suggest**.

Le conseil est dépourvu de tout budget. C'est le bureau de la fédération qui accomplit son travail de secrétariat. Les dépenses des membres qui assistent aux réunions sont encourues par les associations qui les délèguent.

La collaboration de tous les secteurs de l'éducation est essentielle pour maintenir la vitalité du conseil. Le ministère de l'Education, en les personnes de Gordon Wright et Nora Chatwin, apporte une précieuse collaboration; les universités, les collèges, les écoles normales et les associations de professeurs redoublent d'effort afin de trouver le rôle précis qu'ils peuvent jouer dans ce conseil: l'aide à lui apporter et le service à en retirer.

Il y a lieu d'espérer dans les efforts du Conseil ontarien d'Education physique et de la contribution qu'il peut apporter à l'enseignement de la culture physique dans les écoles ontariennes. L'élément de langue française recevra de la part du conseil une attention toute particulière lorsqu'il s'agira de publications d'éducation physique et d'hygiène destinées tant aux professeurs qu'aux élèves de notre province.

FIRST VISIT TO RUSSIA

A few excerpts from a report

By
ANNE THORPE, Organizing Inspector of
Physical Education, City of Birmingham
Education Committee

I found the stadia were well used week by week and not only for special events. The Director of the Moscow Stadium, who told me he had been there for twenty-four years, obviously was heart and soul in his work. He described the method by which they selected their two thousand members from the schools of Moscow. At the stadium the children have expert coaching from a staff of fifty qualified teachers and coaches, including a medical team which gives each child a regular check-up and keeps detailed records. On the occasion of my visit I saw boys playing football, girls performing Olympic gymnastics of exceptionally high standard, mixed groups playing basket ball and volley ball and provision for tennis, roller and ice skating. The stadium also has a pioneer camp outside the city.

On a warm Sunday morning I visited the new Lenin Central stadium which caters for one hundred thousand spectators. The stadium was built in one year 1955-56 on the bank of the Moscow river, opposite the Lenin Hills and the University. This sports centre contains a large sports arena, a small sports arena, swimming pools, a spacious indoor palaco of sports, tennis courts, basket and volley ball courts with excellent hard surfaces and floodlighting, athletic tracks, football grounds and more than 130 gymnasia, dressing rooms and canteen facilities. On the occasion of my visit an international tennis match was taking place, the large sports arena was being prepared for an afternoon athletics match, there was an excellent swimming demonstration with the stands on each side of the bath crowded with spectators, all the basket ball, volley ball and long ball pitches were in use with other teams watching and waiting to play, unorganized groups took tables for table tennis and billiards and, in the adjacent stadium for children, a variety of sports was in full swing. Boys and girls and young men and women were certainly using to the full the facilities provided. They looked strong and healthy and were enjoying their leisure.

My most interesting visit, professionally, was to a Research Institute of Physical Education which carries out research on the physical education of schoolchildren and is responsible for much of the syllabus of physical education in the Soviet schools. I had met the Director of this Institute in Helsinki and we enjoyed a friendly reunion. He told me the Institute had seventy-five scientific workers, many then being on holiday. I was given full descriptions of the research at present being carried out and presented with gifts of books and papers which they had published. Much research is being done in the field of physiology in relation to exercise, child psychology, swimming and health education. There is a similar institute in Moscow dealing with physical education for adults and carrying out research in physical education in relation to industry. Both these institutes are affiliated to the Scientific and Pedagogical Academies and are closely linked with similar research institutes in other parts of the Soviet Union. An interesting part of the Unesco Conference had been the description of some of the work being undertaken by these various research institutes.

* * * *

"Possibly because of his long struggle for survival — possibly because the creator so endowed him — man's nature provides him with a desire to do the difficult . . .

. . . Teachers can well capitalize on this quality of man to stretch youth of all potentials to that intellectual fitness for which the individual has a natural incentive."

(F. E. Engleman)

CIRCUIT TRAINING FOR SECONDARY SCHOOLS

By
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In recent years Canadian physical education teachers have witnessed a tremendous increase in the popularity of weight training programmes. It is, therefore, surprising that with the exception of certain larger centers, little recognition has been given to circuit training, a closely related progressive resistance activity which has proved both popular and successful in the United Kingdom. This article is presented in the hope that it will stimulate Canadian physical education teachers in secondary schools to introduce this form of fitness training in their physical education programmes, and at the same time to provide them with a brief outline and background on which to base a circuit.

Circuit training evolved over the years out of a search for a method of fitness training that would appeal to students and would, at the same time, progressively develop muscular and circulorespiratory condition. The latter can only be achieved by exercising with progressively heavier loads at a progressively increasing work rate. Specifically, circuit training aims to increase circulorespiratory endurance, muscular strength, muscular endurance and muscular power. It should also be pointed out that circuit training is consistent with current educational philosophy, in that each child is permitted to develop towards his maximum capacities at his own rate.

A circuit consists of a number of carefully selected and simple-to-perform exercises, that are arranged about the gym floor in the form of a circuit, in such a manner as to enable large numbers of students to proceed from one exercise to another without undue local fatigue, and at a work rate compatible with each student's capacity. Progression on a circuit is measured, initially, by decreasing time of performance, and secondly, by increasing loads or repetitions.

The value of circuit training lies in its complete adaptability to any number of varying school situations. The lack of equipment and apparatus with which to compile a circuit is not a crippling factor but merely a limiting one. Circuits may be designed to utilize an entire physical education period, or merely ten minutes of it, thus, allowing enough time for both fitness training and skills training in the class period. Some teachers have neglected to use circuit training because they felt that this type of programme monopolized their class period, to the detriment of skill training and the development of recreational competence, which they believed to be the primary aims of physical education. Nevertheless, such a teacher usually subscribes to the ten minutes warm-up period of the calisthenic variety, the value of which, from a developmental point of view, may be doubted due to the lack of controlled progression. This article endeavours to point out how a circuit may be developed to fit into this ten minute warm-up period. With this in mind, a circuit is outlined for a teacher desiring to use one for a ten minute period in each class either at the start or the end of the period. The items selected require the minimum of equipment. Naturally, a teacher with apparatus and weights at his disposal will be able to enlarge and select a wider variety of items for his circuit. For further suggestions as to items to include in a more complicated circuit, the reader is referred to Morgan and Adamson's major publication.

LIST OF ITEMS FOR A SIMPLIFIED TEN MINUTE CIRCUIT:

1. Squat Jumps—equipment none. Hands on hips, one foot ahead of the other in full squat position; jump into the air and land in squat position again with opposite foot forward.
2. Chinning the Bar—equipment, a high bar, erected or suspended in any manner. Stand below the bar, grasp it with narrow reverse hold and pull up 'til chin touches bar; return to hang position.

3. Sit ups—equipment none. Back lying on floor or mat, hands behind head, roll up to sitting position and return.

4. Squat Thrusts—equipment none. From standing position to squat position by placing hands on floor between feet, extend feet to rear and return to squat position; stand up.

5. Wrist Rolling—equipment, an 18 inch brook handle, with 24 inch window cord attached at center and suitable 10-15 pound weight attached to the other end of the cord. In a standing position wind the weight up to the handle by rotating the stick in both hands, then unwind.

6. Step ups—equipment, chairs 16-24 inches high, or a bench or bleacher seat. Facing the chair, step up and down on the chair without jumping and by placing both feet on the chair before stepping off again.

7. Push ups—equipment none. Body in face-lying position, hands on floor, palms down by shoulders; extend arms and then lower, keeping the body straight at all times.

8. Back-lying, arms extended beyond shoulders, grip bar; keeping arms straight, pull bar to vertical position above chest, lower to thighs then return to starting position.

These eight items may easily be set up around the gym floor at eight different stations. These stations may be numbered and, if necessary, labelled by means of a small sign. For ease of administration of the circuit in schools, the class should be divided into eight equal groups, each group starting at a different station on the circuit and proceeding in a standard clockwise order to the next station. It is, therefore, of paramount importance to ensure that at each station there is enough space or adequate equipment for each group to perform. Thus, in a class of 48 students, with 8 circuit stations there should be ample opportunity for at least six students to perform at a particular station.

A score card will contain the items to be performed with relevant spaces for test results, training dosage and daily performance. Each student will have his own card during the performance of the circuit and he will record his own daily performance.

The following step by step procedure is offered as a guide for teachers administering a circuit of the type described:

DAY ONE—the teacher explains and demonstrates each exercise on the circuit and allows all students the opportunity to learn the exercises to the teacher's satisfaction. It may be necessary to point out that, although the object of the circuit is to perform a set amount of work in a target time limit, this object should never be achieved by cheating or improperly performing the exercises. The desired daily work rate should be the combined result of improving efficiency of muscular performance, the increasing ability of the body to tolerate fatigue effects and the increasing ability to proceed quickly from one exercise to another. All movements should be performed snappily with due attention to form. If this point is stressed at this stage there is less likelihood of poor form occurring later.

DAY TWO—Hand out a card to each student and have on hand an adequate supply of pencils. Pair all students and divide the class into eight groups, a group at each station on the circuit. The student is now tested to determine the maximum number of repetitions that he can perform at each item. The maximum time allowed at each item is one minute. In certain strength items the individual will probably not be able to continue for the full period. Whatever the case his maximum number of repetitions are recorded on his score card by his partner who counts the repetitions performed. When each partner has completed the test item the entire class rotates one station. In this manner each student has at least one minute's rest between testing. At the completion of testing, each student calculates his own training dose. This is done by HALVING, TO THE NEAREST WHOLE NUMBER THE FIGURE IN THE MAXIMUM REPETITION COLUMN AND ENTERING IT IN THE TRAINING DOSE COLUMN (e.g. if a student has performed 25 sit ups in one minute his training dose will be 13 sit ups). The circuit will consist of three laps, each lap consisting of eight items, each performed at the training dose.

(Continued on page 15)

The Cancer Control Programme in Canada

By Dr. A. J. PHILLIPS
National Cancer Institute of Canada

Two affiliated organizations, the Canadian Cancer Society and the National Cancer Institute, are responsible for Canada's cancer control programme. The Cancer Society is the lay group responsible for educating the public about cancer, providing welfare services to cancer patients and raising funds for cancer research. The Cancer Institute is the professional group responsible for the administration of the cancer research programme, training cancer scientists and co-ordinating the statistical data gathered on patients. The two organizations have a common Director, Dr. R. M. Taylor, with an administrative office in Toronto.

During the past ten years a change has occurred in the cancer research programme in Canada. Previously much of the research was undertaken by individuals working alone or in small groups. Now, however, a "team-effort" has evolved in which groups of scientists pursue cancer research in large well-equipped centres. Such centres are to be found in Vancouver, Edmonton, Saskatoon, Toronto and Montreal, and have been developed through funds made available by provincial cancer agencies or the National Cancer Institute and the Canadian Cancer Society.

The treatment of cancer in each province except Quebec is conducted in provincial cancer clinics administered by a provincial body. In Quebec cancer is treated in all large hospitals. The results of treatment are assessed in terms of five-year survivals. The sites of the disease which respond best to present-day treatment are skin and lip (90%—100% five-year survival) and a number of sites such as tongue, intestine, breast, bladder and cervix with a survival of approximately 50%. Unfortunately, some sites do not respond well to treatment and have a corresponding low survival rate, e.g., cancers of the lung and stomach are below 10%. Many of these survival rates have been increasing in recent years and it is felt that these increases reflect the effect of better treatment techniques, e.g., the use of Cobalt 60 and other radiotherapeutic devices, and also the effect of a lay education programme. Early treatment increases the chance of curing cancer and an educational programme which stresses the need to seek medical attention when signs or symptoms of abnormal body function become evident plays a great part in improving treatment results.

What can you teach people about cancer? The Canadian Cancer Society has stressed certain points by calling them danger signals.

1. Any sore that does not heal.
2. A lump or thickening of the breast or elsewhere.
3. Unusual bleeding or discharge.
4. A change in a wart or mole.
5. Persistent indigestion or difficulty in swallowing.
6. Persistent hoarseness or cough.
7. A change in normal bowel habits.

Each of these has a significance to a physician. It may not mean cancer, but it does mean the need for a medical examination.

People, especially students, should know that cancer is a broad group of diseases in which there is uncontrolled, unregulated growth of body cells. These cells, growing in such a wild manner, often break away from the original site and travel through the lymph canals and blood vessels to other parts of the body. This is called metastasis. What causes cancer? No one knows for sure—this is the medical mystery of the age. Cancer has been known for many years, it was described by the Egyptians and has been found in the bones of long

extinct animals. There are many theories as to the cause, for example, cancer is a virus, cancer is due to cronic irritation or cancer is due to a dietary deficiency. Although the cause is still unknown, it is known that:

1. **cancer is NOT a single disease;**
2. **not all tumours are cancers;**
3. **cancer is NOT contagious;**
4. **cancer is not hereditary;**
5. **cancer is related to aging;**
6. **cancer cells are different from normal cells in appearance and behaviour.**

Why learn about cancer? This question can be answered best by suggesting that the finest protection from cancer is the development of a healthy state of mind toward the disease. Most people have a fear of cancer —this is natural. But fear can be a guiding force which leads either to panic or to strong and useful action. The job of the Canadian Cancer Society is to see that panic is avoided by telling the cancer story without sensationalism and to enlist the support of all who believe an attack on the problem is better than flight from it.

What about special problems like cigarette smoking? The National Cancer Institute has studied the results of research on this subject conducted in many countries and has assessed the findings as follows:

> "While it has not been established that cigarette smoking is a cause of lung cancer, statistical studies show that cigarette smokers have a greater risk of dying of lung cancer than have non-smokers and the risk increases with the amount smoked."

The Institute feels that the facts should be made known to the public and believes that those of teenage who are deciding whether or not to smoke should be made aware of the possible risks associated with the practice.

Young people today have a much greater chance of being saved from cancer in their later life than had earlier generations. The secret is early detection and prompt treatment. The search for the cause is being intensified and, as other diseases have been conquered by research, it is likely that cancer will too. Marie Curie, who, with her husband Pierre, discovered radium in 1898 said "Nothing is to be feared—it is only to be understood."

Circuit Training

(Continued from page 13)

DAY THREE—All students perform the three laps of the circuit at the training dose working at their own rate and without rest between the items. The object is to perform the three laps of the circuit at the training dose in ten minutes. After ten minutes have elapsed the class is stopped and each student records on his card the number of laps that each item was completed, (e.g. on the first day this student writes three beside item four to denote that this item was completed on each lap, and a two beside item 5 to show that he had only completed this item on two laps. The time limit was up before he completed it a third time. He improves on this performance the second day). When a student is able to complete the entire circuit within the stated time limit of ten minutes, his training dose at each station is increased either arbitrarily or by means of a retest. This new training dose (TD2) is noted on his card. It should not be possible for a student or a number of students to complete the circuit within the allotted time limit in the first week. If this is the case then the time limit should be decreased. All students should be retested as to the maximum capacity in each exercise at the end of the programme.

The circuit outlined here is by no means inclusive, and provided the principle of increasing work rate is maintained, unlimited possibilities in circuit design may arise. This is a relatively new development in fitness training, and it is up to the individual teacher, in a variety of settings, to fathom, not only its effectiveness and usefulness, but also, the variations and adaptations that this form of training is suited for.

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THE TWO-YEAR DIPLOMA COURSE AT McGILL

By
WINONA E. WOOD
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In 1957, when the McGill School of Physical Education became a Division of the Institute of Education, two professional courses were offered—(1) a two-year course culminating in a Second Class Teacher's Diploma, and a Physical Education Specialist Certificate; and (2) a four-year course leading to the Bachelor of Education in Physical Education, B.Ed.(P.E.) degree, and a First Class Teacher's Diploma. In each case, the teaching Diploma is, of course, granted by the Quebec Department of Education.

The reappearance of the Diploma Course, after an absence of twelve years on the McGill Campus, has aroused interest and even surprise in professional circles. Colleagues actually engaged in professional training must wonder what was distilled from the four-year course, and how it was interwoven with the preparation for classroom teaching. The latter was accomplished by adapting the existing Second Class Teacher's Diploma Course to emphasize Physical Education Activities in Methods and Practice Teaching.

Curriculum Organization

The curriculum in the Institute of Education is organized into four divisions, with certain requirements to be met in each division.

Division I—General Education

Seven courses are required:

Year I. English, History, Mathematics, Biology.

Year II. English, Anatomy and one option.

Division II—Foundations of Education

Year I. Educational Psychology and History of Education.

Year II. Special Studies of the Child at School.

Division III—Methods of Instruction

Year I. Physical Education in the Elementary School — General Teaching Methods.

Year I. Physical Education in the Junior High School—General Teaching Methods.

Division IV—Practice Teaching

Year I. January—1 week—Physical Education.
May—1 week—Classroom.
—1 week—Physical Education.

Year II. September—2 weeks—Classroom
May—2 weeks—Physical Education.

All the practice teaching experience required for the Second Class Teacher's Diploma is at the elementary school level. In Montreal schools and those of surrounding districts, physical education in grades 4 - 7 inclusive is taught by a specialist, not by the classroom teacher. Consequently, by January of Year I, students have to be prepared to meet classes in those grades. This fact determined the order of presentation of professional physical education work.

Physical Education Courses

No separation is made into content courses and method courses. The block method of planning, utilizing largely two-hour class periods, has resulted in a satisfactory development of "content-method" units. The majority of the classes are co-educational.

Year I—Physical Education in the Elementary School.

This course provides a wide cross-section of activities suitable for children of this age. The content is therefore basic and directed toward elementary skill levels. Coupled with this is a major emphasis on class organization, lesson planning and presentation of work.

Year II—Physical Education in the Junior High School

The emphasis in the second year practical work is on skills—again a cross-section of

activities including sports, rhythmics, swimming, gymnastics. Theoretical work includes health education; very specific and curtailed material relative to programme planning, organization and administration.

Some General Comments

As only one class has been graduated, it is rather soon to attempt a comprehensive evaluation. Some fairly definite conclusions have been reached, such as:

1. The startlingly early first practice teaching experience is very valuable. Students soon discover early whether teaching is the profession they really are interested in, or suited for. It also enables students to see real purpose in professional courses.

2. The exposure to so many classes all directed towards understanding teaching greatly strengthens the work in the specialist area. The impact of the classroom experience, reinforced by Educational Psychology and Studies of Individual Children, results in heightened powers of observation. Students quickly progress from the stage of conducting activities to real teaching, which is marked by soaring enthusiasm.

3. The balance between academic, general professional and special profession preparation has prevented the production of a very highly skilled technician. The emphasis throughout is on teacher preparation, as interpreted by modern educational philosophy. The age-old problem of having too much to cover and not enough time, that has always plagued educational institutions, has not been resolved. It remains the whip which flicks away complacency and stagnation.

BRAWN IS NOT ENOUGH

Athletic ability should go hand in hand with scholarship. The man who has the downright courage and fine coordination to play any of our great games successfully should by the same attributes be an outstanding student. Without a good mind he cannot play the game greatly. To succeed in games he must show attention, concentration, tenaciousness and initiative—the very foundation of scholarship. If he is a truly great athlete, it goes without saying that he has an energy and a sparkling vitality that should also put him at the very top in the classroom.

We know that athletics, both in training and in competition, build moral fibre, gameness, loyalty and respect for authority. We know that they teach us to think clearly and act positively in the stress of contest and that they make us more companionable and considerate of the other fellow. But this training should be but the complement of a mental growth that is ours through driving study.

The day of the brawny, burly, brainless chap is past. On the athletic field and in every day life, the world demands a keen, clear-thinking mind, a virile body, all governed by kindliness, saneness and courage. A combination of athletics and scholarship will develop such a man.

—From Nebraska Association Bulletin

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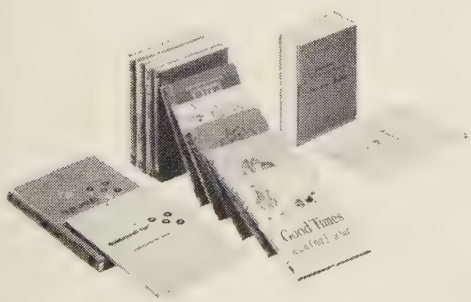

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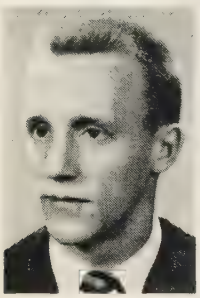
THE EFFECTS OF EXERCISE ON PERSONALITY

By FRANK J. HAYDEN
Graduate Assistant, University of Illinois



During four years of association with the Physical Fitness Research Laboratory of the University of Illinois, it has been very stimulating to observe and to measure the wonderful changes produced in people of all ages and at all levels of fitness, as a result of physical training. Even more impressive, however are the unmeasured changes, the many differences in behaviour which seems to signal a more abundant supply of energy, a new zest and enjoyment in living. Here, it seems, is a good portion of the final answer to that tired old question of "fitness for what?" Inspired by subjective observation of these obvious psychological changes, the writer decided to explore the fascinating possibility of linking exercise to changes in **personality states.**

What justification can be found for scientific investigation of such an hypothesis? Of course there have been volumes written on the "unity of mind and body" and on psychosomatic mechanisms. But what evidence is available to indicate a more direct relationship between exercise and psychological states?

In comparison to the number of physiological studies available concerning the changes produced by physical training, we can safely say that the psychological effects of such training have been barely investigated. Almost all of the few studies available have simply attempted to correlate scores in the two areas, with no concern for parallel changes. The obtained correlations do suggest that a more intense investigation of these relationships may be quite profitable, particularly in the cardiovascular area of physical fitness and the personality area of psychology.

As the result of work conducted at the University of Illinois, Betz (1) found significant relationships between several physical fitness variables and personality traits as measured by Cattell's 16 P.F.I. test, for men 26 to 60 years old. In a similar but more extensive study of college men, Wells (6) found 116 correlations that were significant at the .01 or .05 level of confidence. Breen (2) computed multiple prediction equations for predicting various sphygmograph measures from eight anxiety variables. Four of the multiple R's were significant at the .05 level.

In an attempt to further identify a link between non-pathological physical and psychological states, the writer made an intensive review of literature in the areas of affectivity, mood and feeling. Within the psychological publications alone, 144 articles were found which had direct implications for physical education. Relationships have been shown between mood and feeling and; feelings toward one's body,* physical activity, general physical state, muscular state, obesity, cardio-respiratory state, and biochemical state.

Any co-variation in personality states and physical fitness would probably reflect the influence of a multiple-combination of these agents. Although there is evidence both in our own and in related fields showing that exercise can influence all of the agents, the most important links are probably provided by the nervous and glandular systems. Much of the research at the University of Illinois suggests that training influences the

*Studies of **body-cathexis** have shown relationships between the degree of satisfaction reported by an individual for the parts of his body and measures of anxiety, security, **self-cathexis**, etc. (5) The hypothesis that physical training effects changes in personality states by producing changes in **body-cathexis** offers many interesting possibilities for research which the writer is currently investigating.

autonomic nervous system by affecting a shift from parasympathetic to sympathetic dominance. (3) Cureton has recently summarized the material relating physical training and glandular functions. (4)

The hypothesis indicated by the literature is obvious but its acceptance requires more than inference. Even if we had enough correlational studies to confidently accept a co-relationship between individuals this does not automatically mean that the two states will co-vary within individuals when they exercise. The immediate and longitudinal influences must be determined by well-controlled experimental research. The conclusions would still be specific to the experimental factor utilized and comparisons of the effects of different types of exercise programs would still remain to be done. Add to this the necessity for factor analytic studies to help us understand the true nature of what we are measuring in the individual and it is not hard to envisage a life-time profitably spent in establishing and analyzing the effects of exercise on personality states.

It is at the edge of this forest that the writer is currently labouring. Present efforts are devoted to determining: (1) the immediate effects of a period of exercise on anxiety (one personality state), (2) the prolonged effects on anxiety of the same period of exercise, (3) parallel changes in cardio-respiratory measures which may help us in explaining any changes in anxiety level. Looking to the future, a factor analytic study has been designed to investigate co-variation in cardiovascular fitness and general personality states, during training, de-training and re-training.

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IAN MONTAGNES

Publicity Department, University of Toronto

When Hart House was built, the Massey Foundation gave the University $125,000.00 towards a Women's Athletic Building. For the next four decades that building was an elusive dream. Co-eds raised money for it in the '20's by selling blue-dyed burrs and jelly-bean dolls as football favours. Three sites were chosen and plans drawn up between 1926 and 1952, but none was implemented. Meanwhile, growing numbers of women students used whatever small gyms and swimming pools they could find in the campus area; by 1956 there were 14 units in use, so scattered that some girls walked 25 miles between classes in a week.

On October 30th, 1959, the dream of 40 years at last came true. Beneath a fluted concrete canopy, the front door was opened on a two-storey Women's Athletic Building, which dwarfs original plans and has the men clamouring to use its facilities.

Its 75 foot swimming pool has an underwater observation window, behind which instructors can study or photograph swimmers trying to improve their strokes. It also has underwater lighting and beneath-the-surface loudspeakers to set the pace in synchronized swimming drills. Beneath a 350 seat gallery, finished in grey tile, storage lockers hide the surfboards and other equipment not in use. The pool is 12½ feet deep, has a three-metre and one-metre diving boards. Through most of the day it is bathed in sunshine streaming in through a clerestory in the southern wall.

The main gym, 120 feet by 100 feet, is big enough for indoor softball games; coloured lines along its floor trace the borders of six badminton courts, three volleyball courts, two tennis and basketball courts. A net and canvas curtain, dropped electrically from the 34 foot ceiling, splits the room into two standard gyms when desired. The six baskets and their backboards can be raised electrically to near-ceiling height to clear the playing area. Both pool and gym are wired for television and radio coverage of games.

Other facilities include two smaller gymnasiums, each 100 by 60 feet; a dance studio, also used for fencing, equipped with ballet bar and a wall of mirrors; a corrective exercise room for posture training; golf cages and an archery range in the basement.

The $1,800,000.00 home does more than emancipate women athletes from postage stamp gyms and pools. Potential students in the teacher-training programme in Physical and Health Education no longer will reject Toronto because of its inconvenient and inadequate facilities. And for the first time in decades, the University can offer a full extra-curricular sports programme for its 3,800 co-eds.

Till now, the Department of Physical Education has had barely enough space to implement its compulsory first-year course. Intercollegiate teams had to practice early in the morning or late at night, sometimes travel to Hamilton to use a regulation pool. Only about 700 girls could participate in voluntary sports; colleges which wanted to field half a dozen basketball teams were limited to two.

The new building has bright yellow lockers for more than 2,500 women, about 2½ times the present number of freshmen and P. & H.E. Students. There are five shower rooms with individual and gang stalls, a footbath (the girls do much of their work in bare feet) and even an expensive hair-drying installation which uses warm air jets from the heating system.

Graduates for the first time will have athletic privileges, though on a somewhat more limited scale than those offered men graduates in Hart House. Well before the opening date, Miss Zerada Slack, Director of Athletics and Physical Education for Women, began consultations with alumni groups. "These women worked hard for the building and should have space in it," she said firmly as workmen erected the lockers.

The building reflects womanly interest in storage space, from the large storeroom for uniforms and equipment in the centre of the top floor, to the cupboard for dirty overshoes off the lobby. Other practical facets: A first aid room off the main gym, an unusual classroom off the pool for lectures to students in dripping suits, acoustical tile in corridors and classrooms to deaden the sounds of play. The Women's Athletic Association has an office just inside the front door. A special entrance off Classic Avenue leads to two team locker rooms for male use on special occasions.

The 40 years of wandering which the Women's Athletic Building brings to an end, began with the destruction of the old University gymnasium which stood on the site of Hart House. Women, who had been allowed some time in the old gym, were restricted to the limited recreational facilities of the Lillian Massey building, designed with only Household Science students in mind. As feminine enrolment grew, as sports were added to the curriculum, as new rules called for larger playing areas, space became more and more of a problem.

The long-awaited opening ended "a constant series of heartbreaks", according to Miss Marie Parkes, one of its most vigorous campaigners as Secretary-Treasurer of the Women's Athletic Association from its inception in 1921 until her retirement last June. Many women have fought for the building, Miss Parkes recalled—women who have told her how happy they are that a Women's Athletic Building is open at last for their daughters, or for their daughters' daughters.

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VACATION CONFERENCE

In London, England

By

GEORGE GRANT
Supervisor of Physical Education, Victoria, B.C.

THEME:

"Physical Education in Relation to the Development and Health of the School Child."

The Conference was held in a Girls' Grammar School in Hammersmith, twenty minutes by tube (but over an hour by bus on a Monday afternoon the day the January sales started on Oxford St.) from Tottenham Court Rd. in downtown London.

About 250 teachers, organisers, training school lecturers and others attended and carried on much as we do at a Canadian Conference. There were some most interesting and informative lectures, illustrated in part with slides, some demonstrations using pupils aged 6 - 16, and some thought-provoking discussions.

The demonstrations could have been our own classes in action, 6-year-olds climbing, tumbling and leaping; a dozen 13-year-old girls doing re-education of posture exercises; secondary boys (mostly from a gym club) whipping through a tumbling and apparatus lesson; secondary school girls, working in pairs most of the time, on a lesson involving "a twisting movement and one of the elements of flight"; three boys and an instructor from a "public" school demonstrating weight training activities.

Particularly impressive were lectures on "Problems of Growth in Relation to Children's Posture" and "Somatotyping Children". In the latter Dr. R. W. Parnell illustrated, with children of about 12 years of age, and also with a technical but novel series of slides, the positive and negative correlations between physique and "more normal" traits of personality. (These lectures would make worthwhile reading in a future Journal.)

A fine colour film showed Physical Education activities at Marlborough College, one of England's top public schools, and featured the three phases (remedial, development and circuit) of their weight training programme. This was then supplemented by the demonstration mentioned above. (Incidentally, in talking with the originator of circuit training I find that he is far from happy about what has been done, and is being done, with circuit training by many individuals.)

The discussions were highlighted by the able leadership of two outstanding people, Miss A. Bambra, Principal of Chelsea College of Physical Education, and Mr. John Priestly of St. Paul's College, Cheltenham. They kept discussion on the track and under control—at times there were very frank and provocative statements—and tried to find answers to such questions as "Is this activity suitable for all these boys?", "Does it meet the needs?", "Is there opportunity for all types of boy (or girl) ?", etc.

"Future Training of Teachers" suggests that soon, besides the already established Physical Education colleges, 10 other colleges will give Physical Education as a "wing course" and enable still more young people to train as Physical Education teachers (and be available for poaching to Canada).

There were no luncheons or dinners, no evening meetings, but there was a "tea-time" reception at the beautiful London County Council Hall just across the Thames from Big Ben. I met some grand people, received more invitations to visit schools and see programmes than I can ever hope to and had "old time" chats with people like Alistair Macdonald of Belfast and Barbara Dodds (Kenya?) who were in Vancouver in 1954. I came away from this Conference with the feeling that here was a group of people really concerned about what they are trying to do and getting inspiration and leadership from organisers and training college staff especially.

WHAT I EXPECT OF MY PHYSICAL EDUCATION TEACHERS

1. **Professional enough** to serve his fellow workers in their improvement.
2. **Kind enough** to win young folks to his leadership.
3. **Doctor enough** to heal the heartbreaks and soul injuries common to a big shool.
4. **Cultured enough** to be a model in taste and language.
5. **Creative enough** to be able to put art into physical education activities and appreciate originality in others.
6. **Big enough** to overflow into the lives of other teachers in the school to keep them balanced and encouraged.
7. **Wholesome enough** to set the mental health climate of the school.
8. **Religious enough** to be secure, clean, optimistic and courageous.
9. **Skillful enough** to provide practices in wholesome, constructive group living.
10. **Adaptable enough** to make a physical education health program in spite of weather, interferences, and lack of equipment.
11. **Young enough** to catch new ideas.

Emil Nyman, Principal,
Lafayette School,
Salt Lake City, Utah.

UNIVERSITY OF BRITISH COLUMBIA ANNOUNCES A RECREATION COURSE

The School of Physical Education at the University of British Columbia has now expanded its functions to include the preparation of professional personnel for the field of recreation. In keeping with this development the Board of Governors and the Senate have changed the name of the School to the School of Physical Education and Recreation.

An alternate program leading to the Bachelor of Physical Education degree will be available in the fall of 1960 to students who wish to train for recreation. It will extend over a four year period following University Entrance.

Anyone interested in attending the course or seeking a position on the staff should write directly to:

Mr. ROBERT OSBORNE,
Director,
School of Physical Education
and Recreation,
University of British Columbia,
Vancouver, B.C.

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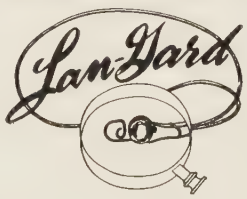

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PHYSICAL FITNESS FOR THE HANDICAPPED

By MISS N. (Cal.) HOLMGREN
Publicity Director, CAHPER Edmonton Women's Branch

At a recent meeting of the Edmonton Women's Branch of CAHPER held at the Winnifred Stewart School for Retarded Children, a most interesting panel discussion on PHYSICAL FITNESS FOR THE HANDICAPPED followed the short business meeting. Panel members were introduced by Mrs. Ethel Cuts. They were—

Mrs. Winnifred Stewart from the School for Retarded Children,

Mrs. Edythe Mackie from the School for the Deaf,

Dr. F. Day from the Department of Orthopaedics at the University Hospital

Dr. M. Carpendale from the Department of Physiotherapy at the University Hospital.

Mrs. Mackie, who with her husband is in charge of the Physical Education and Recreation program at the Provincial School for the Deaf in Edmonton, spoke briefly on the work being done at the school. Students are residents of the school, and as a result there is a closer contact between instructor and pupils. That loss of hearing affects balance is NOT evident. Sketches of equipment are an aid in the instruction of deaf children. There is participation in many activities — Volleyball, Basketball, Gym, Track and Field, Skating and Dancing. Swimming is a favorite sport. Sometimes the students take part in outside competitions. e.g., Track and Field, and the Guide and Brownie tests are the same as those for normal children.

Mrs. Stewart who was largely responsible for the foundation of the School for Retarded Children spoke glowingly and affectionately about her charges whose mental ratings fall below fifty. Many have physical defects as well, but must be mobile, as this is not a resident school. There are fourteen teachers on the staff plus twenty volunteer assistants. Mrs. Stewart feels that these retarded children are capable of accomplishing more than they are given credit for. Sluggishness can be remedied by physical activity, and the Fitness Program stresses manipulativeness. Children are taught step by step, to become adept with their hands and to develop co-ordination in order to attain their fullest capabilities. Physical exercise affects the progress of the retarded child, and the recreation program at the school includes skating, broomball, curling, track, exercises and marching. Music is one of the greatest mediums in sense training, according to Mrs. Stewart. Some academic training is given and reading readiness and arithmetic readiness are stressed, as well as writing. The child is first motivated to take part. Chronological age is ignored and pupils work and play together according to their mental age groups. Case histories and medicals are on file at the school for reference purposes. Mrs. Stewart revealed that there are one hundred and fifty names on the waiting list, NOT including the baby list.

An outline of what is being done by the Department of Orthopaedics was given by Dr. Day. Patients fall into two groups, broadly speaking—those with disease affecting the vital organs and those with disease affecting the outer body parts such as the limbs. Physical disabilities vary from quadraplegics up and Cerebral Palsy patients make up a large number of those being treated. Their I.Q. ratings vary from above normal to retarded, and sixty per cent have mental ability suitable for training. The treatment of physically crippled children is individual. The problem of training is largely physical, for example speech training. The Cerebral Palsy Clinic uses occupational therapy in treating its patients, who live out. There are thirty-seven patients at the clinic—many others are scattered throughout the province. Group therapy is also successful in such situations as camp living. Instructors and teachers of the handicapped were advised to consult the doctor first and get medical advice. They were warned not to force the child beyond the limit of his ability, but to let him perform up to his

own level. "Treat the child like an animal —don't push him, and he will tend to go further, rather than to malinger." Dr. Day emphasized that braces and crutches are for the child's protection and must NOT come off at any time. Those in charge of handling groups including handicapped pupils were relieved to learn that it is the parent's responsibility to let the instructor know the limitations of the child.

The fourth and last member of the panel was Dr. Carpendale, who dealt with the topic of Physiotherapy in his own inimitable and refreshing manner of expressing himself. He was delighted to inform his audience that he was working with normal, healthy people. Loss of flexibility of the muscles is part of the process of growing old throughout childhood and on. This he illustrated by reference to his own three children, whose ability to touch their toes varied inversely according to their legs. Dr. Carpendale stated that most people exist on half their capacity and that permissive games are not enough to develop strength and co-ordination. Just as retarded children are grouped according to their mental age levels, he suggested that youngsters participate in physical activities according to their levels of physical attainment, such as speed in running.

THE CAMPFIRE

Did you ever watch the campfire
when the wood has fallen low;
And the ashes start to whiten
round the embers' crimson glow;
With the night sounds all around
you making silence doubly sweet;
And a full moon high above you
that the spell may be complete?

—Tell me, were you ever nearer
to the land of heart's desire,
Than when you sat there thinking
with your feet before the fire?

(Author unknown)

The International Association of Physical Education and Sports for Girls and Women

By
IVEAGH MUNRO
Canadian Representative, Planning Committee

The Fourth International Congress of the International Association of Physical Education and Sports for Girls and Women will be held in Washington, D.C., August 6-12, 1961.

The three previous congresses were held in Sweden, France and England. With this one so close to home, it is a wonderful opportunity for some of our Canadian women to meet with others and to learn about Physical Education and Sports in countries, other than our own.

At the Third Congress held in London, England, in July 1957 there were four hundred and forty in attendance, these represented 61 countries.

Because of limited facilities and in order to have it a truly International Congress, the number of delegates from the British Isles was limited.

The Planning Committee for the 1961 Congress is very loath to exclude anyone who might want to attend, nevertheless it feels that there will have to be some limitation put on the number of Americans and in all probability of Canadians.

No one who wants to attend will be entirely excluded. Because of limited facilities some meetings will be open only to official delegates but there will be a number of programs (e.g. demonstrations or displays held out of doors or in large auditoria) available to everyone.

If you are not already a member of this Association, you may become one by sending $3.00 to Miss Helen Hazelton, Treasurer, Department of Physical Education for Women, Purdue University, Lafayette, Indiana. This will entitle you to copies of "The Review" and to information about the 1961 Congress. Avail yourself of this opportunity.

CANOE-TRIPPING FROM A DAY CAMP — RICHILTEECA

By WILLIAM BABCOCK

In 1957, with the co-operation of a fellow teacher, I founded Day Camp in Richmond Hill, calling it "Richildaca". I then took steps to form a camp devoted entirely to canoe-tripping and for lack of a better name, called it 'Richilteeca' or Richmond Hill Teen Camp.

The age group aimed at was from 12 to 16 years, and the boys were encouraged to earn part or all of their expenses. The camp was budgeted to operate at cost and so was very reasonable for the individual boy. He was required to pay $35.00 which covered a week-long training period, and the week-long trip in Algonquin Park.

During the training week, we reviewed and re-taught swimming and canoeing skills, and instructed the boys in camp-craft. They were required to swim 50 feet under water; 25 yards with a resting stroke; 100 yards free-style; 25 yards with pants and shirt; tread water for 20 minutes; canoe entry in 10 feet of water (in pairs). We also stressed water safety measures as outlined by the Red Cross. As much stress as possible was laid on the Holger-Nielsen method of artificial respiration, and they went about five periods in its practice. They were taught the basic strokes of canoeing, required to assume both bow and stern positions, and to portage a canoe. Also they were required to learn the proper names of the parts of a canoe. As I planned to give each boy as wide a range of experience as possible they were also taught the elements of fire-making, and were required to prepare a meal for four. Invariably there are minor injuries, so all of the aspirants were taught the elements of first-aid.

The actual trip in Algonquin Park was planned to be leisurely. There was to be time to fish, swim, observe beaver, deer, and other wildlife, take short side-trips, sleep, and yet was on occasion challenging to everyone.

Extensive use was made of dehydrated foods, which are so much lighter to carry, and which now offer a wide range of menues. The tents and the canoes, complete with three paddles each, were rented in the Park from an outfitting store operated by the Provincial Government. The park authorities were very helpful throughout all stages of the planning of the trip. Maps, booklets outlining the trip, and the actual outfitting were of great help.

I was most fortunate to secure as counsellors three adults, all of whom had wide experience in the camping and tripping field. One of them had actually 32 years to his credit. Their advice and unfailing assistance was most appreciated.

The camp was successful enough that three trips are planned for this summer; one for younger boys (beginners), one for older, experienced boys, and one for girls. It has also been planned to take a group to the Temagami area in 1961, and to Quetico Park in 1962. Thus, I feel it will be possible to give wide experience in tripping, at little cost, to the youth of our community.

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Our In-service Recreation Directors' Course

By MRS. MARGARET DAY
Summer School and Extension Department,
University of Western Ontario

The wise planning of individual and group leisure-time activities has become of utmost importance in many municipalities in Ontario. Because it is believed that understanding and skilled leadership is necessary in any such programme, the University of Western Ontario and Community Programmes Branch of the Department of Education of Ontario jointly sponsor an In-Service Training Course for Recreation Directors, which is designed to provide that kind of leadership.

This is an unique opportunity which enables an employed person to learn while working, and to develop a comprehensive knowledge of leisure-time needs in a specific community; to relate to Ontario communities basic theories and practices in recreation, to improve competence by learning specific skills and methods of working effectively with people, and to improve professional standards and ethical practices in this aspect of public service.

The course is of three years' duration, and in this time the student is expected to spend five to six hours per week reading and preparing assignments, for the course 'year' which is from September 1st to June 30th. The subjects studied embrace a broad field, including all aspects of Recreation, a knowledge of its history, philosophy, techniques and facilities: Sociology, the characteristics, needs and interests of the various age groups and the factors affecting individual and group relationships: Communities, the factors and forces involved, the kinds and characteristics, as well as a study of the basic community institutions: Government, on the federal, provincial and municipal level insofar as they affect recreation: and Communications, the spoken word, the written word, public speaking, preparation of articles, reports, addresses, letters, newspaper releases, radio scripts and television interviews. The student is expected, in his attempts to answer the assigned questions, to illustrate the practical application of the theories and ideas contained in the courses he studies. These subjects are compulsory and are studied each year in an ever widening aspect and in greater depth.

In addition, each student is required to spend five days each year at the University. Here he has a wide choice of optional subjects from which he chooses one for intensive study. A period of approximately twenty-five hours of instruction is given in his chosen subject, and an additional twenty hours of reading and study should enable him to complete the assignments, and to prepare for the required examination. The optional subjects cover many of the practical activities of a well-rounded recreation programme: Teaching Aquatics, The Use of Visual Aids, Instruction in Art, Crafts, Drama and Music, Day Camp Supervision, Sports Coaching and Playground Supervision, and Social Recreation. In the third year, the Seminar period is devoted to the total picture: organizational, administrative, analytical and philosophical in its broadest terms, as Recreation is related to the community as a whole.

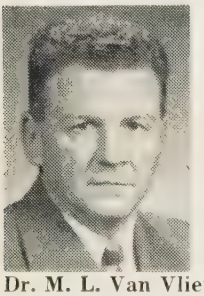
Successful completion of the In-Service Training Course in Recreation, combined with the experience required, is a basis for issuing a provincial certificate to Municipal Directors of Recreation or Assistant Directors of Recreation in Ontario Municipalities. A student may take only the first two years of the course, and thus qualify for a Type "B" Ontario certificate. Completion of the third year of the course qualifies a student for a Type "A" Ontario Certificate (Director of Recreation).

Enrolment in the past few years has steadily grown and it is now common practice to make enrolment in the course a condition of employment as a Recreation Director in many municipalities. It is also becoming widely known outside Ontario. Presently enrolled are students from Manitoba, Saskatchewan, Alberta, British Columbia, Quebec and from the armed services in many areas.

BRANCH ACTIVITIES AND REPORTS

It has been frequently said but it is worth restating that — **the ultimate strength and effectiveness of the Canadian Association for Health, Physical Education, and Recreation is in our branches.**

During the past year our older branches have continued to flourish and those recently established have made excellent progress.



Dr. M. L. Van Vliet

While keeping our national objectives constantly in mind, they have come to grips with professional problems of special concern to their communities and provinces. This is the kind of programme on which a vital organization is built.

To quote from a recent issue of "The Mentor", a newsletter published by the **Edmonton Men's Branch** (which continues to be one of the most active and aggressive in the entire association).

(1) No government will institute a worthwhile reform unless the campaign for that reform is supported by strong public opinion.

(2) Members of the public are more likely to support a campaign for reform when they can see that the reform will solve some immediate face to face problem that exists in their local community.

(3) Hence, the eventual success of CAHPER's campaign for a National Health and Physical Fitness Act will be hastened by CAHPER activities to secure proper conditions for health and recreation in, for example, the local communities of Edmonton.

In order to indicate the extent of this Branch's activities and the large number of people involved in their programme we are publishing the agenda of their meeting held on April 28th.

AGENDA

1. Minutes of the last general meeting
2. Correspondence:
   a) Edmonton Committee — National Water Safety Week
   b) From National President: Memorandum March 18, 1960

Bob Routledge

3. Reports:
   a) Treasurer — Jim Gilfillan
   b) Membership — Bill Dymianiw
   c) Public Relations — Gene Falkenburg
   d) Council of Community Services — John Dunnigan
   e) Community Planning Association — Jerry Williams
   f) Nominations — Herb McLachlin
4. Special Committees:
   a) Basketball Tournament — Clare Drake
   b) Convention Proceedings — Bob Routledge
   c) CAHPER Pamphlet re Intramurals — Vern Rose
   d) Amateur Report — Bill McLean
   e) Provincial P.E. Supervisory Staff — Harry Hohol
5. Miscellaneous:
   a) Alberta Education Council — Maury Van Vliet
   b) Banff Conference, "The Challenge of a Changing Community" (May 11-13) — Don Harvey
   c) Alberta Recreation Conference (April 29-30) — Don Harvey
   d) Banff Adult Education Conference (May 13-14) — Al Affleck
   e) Northern Alberta Football Coaches Clinic — Jack Allen

GREATER MONTREAL BRANCH

EXECUTIVE 1959-60

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Recreation Chairman	Mr. Lewis Waller
Publicity Chairman	Mr. Ronald Havard
Membership Chairman	Mr. Fred Urquhart
Bulletin Editor	Miss Nancy Cannon

Dr. S. Davidson

The Greater Montreal Branch reports another active season. During National Health Week their meeting was held at the Occupational Therapy and Rehabilitation Institute. This gave all members an opportunity to see the wonderful work being done with handicapped people.

On March 3rd a gymnastics clinic was conducted by Captain Gillanders, Chairman of the Gymnastics committee of the A.A.W. of C. This workshop concentrated on the use of small apparatus and was particularly helpful to those teaching at an Elementary school level.

The Branch co-operated with the Physical Education Division of the Institute of Education in sponsoring a workshop on "Movement Education" on March 18th and 19th. The workshop was conducted by Miss Dorothy Walker, of Halifax, and Miss Sheila Stanley of Toronto. Both of whom have recently studied extensively in Great Britain (a Report on this workshop has been prepared by Miss Walker and will appear in a later issue).

Fred Urquhart

CAHPER (Manitoba) Executive

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Mr. George A. Moore,
Physical Education Director,
St. James School Board,
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Winnipeg 12, Manitoba.

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Chairman, Publications and Editor:
of the Newsletter:
Mr. Ed. Kowalchuk,
Director of Physical Education,
West Kildonan School Board,
800 Salter Street,
Winnipeg 4, Manitoba.

Our Manitoba Branch is concluding one of the most successful seasons on record. During the Fall a physical fitness testing program was undertaken on a province-wide basis, with the authority of the Department of Education.

On February 19th and 20th, Winnipeg hosted the Second Western Conference of Supervisors and Directors of Physical Education. Administrators from Edmonton, Calgary, Regina, Brandon, and the Greater Winnipeg area were represented.

The first conference was held in Edmonton in 1958 and plans for the third Conference have been laid for Regina in 1962.

The three main purposes of the Conference were:

1. Help administrators to know one another better.
2. Provide opportunities to see the program, facilities, and equipment used in Western Canada.
3. Exchange and compare ideas and points of view on a number of problems common to all.

This highly successful conference was attended by Mr. C. R. Blackstock, CAHPER Executive Secretary.

Topics for discussion included:

1. Comparison of the Royal Commission Reports of Alberta and Manitoba as they pertain to Physical Education.
2. National program in Physical Education.
3. In-Service Training.
4. Physical Fitness Tests.
5. Comparison of girls programs in Western Canada.
6. Public Relations.
7. Comparison, election and purchase of equipment and supplies.

Those in attendance felt the program was very worthwhile and enjoyable and are looking forward to the next one in Regina.

* * * *

THE MARITIME ASSOCIATION FOR PHYSICAL EDUCATION AND RECREATION

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Mr. Douglas Grant, Truro, N.S.

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Miss Pauline Cunningham, Fredericton, N.B.

Dr. J. Meagher

At the annual conference of this Association held in Halifax on Nov. 13 and 14, it was decided — "that a letter be sent to the Ministers of Education of the four Atlantic Provinces, requesting that consideration be given to the problem of absences from and injuries in our school and community activity programs".

The response to date has been very gratifying. The Departments have indicated their interest in the problem and have promised to establish more rigid procedures so that unnecessary accidents and absences might be avoided.

The News Bulletin published by this Association contains interesting information on Athletic Clinics, a playground Recreation Course, the Halifax Folk Dance Festival, and an aquatic Leaders' course.

An important milestone in professional preparation in the Atlantic provinces is the announcement that the first B.P.E. degrees awarded by the University of New Brunswick were conferred on May 19th. The five successful candidates were James Bayer, Dartmouth, N.S.; Kenneth Maxwell, Shawinigan, Quebec; Laureen MacElmon, St. John, N.B.; Lawrence Montgomery, Middleton, N.S.; and Diane Smith, Saint John, N.B.

THE BRITISH COLUMBIA LOWER MAINLAND BRANCH

Lorne Brown

The membership of this extremely large Branch includes a large number of men and women who have given distinguished service to our profession. At a recent meeting, the valuable contributions of Mr. Bob Osborne and Mr. Lorne Brown were acknowledged by their colleagues by the presentation of honorary life memberships in the Lower Mainland Branch.

Among recent activities sponsored by this Branch are:

1. A volleyball Jamboree in November.
2. A December meeting addressed by Mr. John Taylor (U.P. for Vancouver Burrard) on a proposed "Canada Sports Council".
3. The sponsorship of an illustrated lecture on weight training by Mr. Bob Morford.
4. Support of a fitness clinic conducted in February by Dr. T. K. Cureton.
5. Meeting addressed by Miss Pollard, on outstanding Physical Education from England.

In answer to our question — who is on the Executive of your Branch? — we are given the following information.

In the president's chair is Mr. Walter Sorochan from Burnaby North High School. Dr. Doug Whittle from UBC is the immediate past president. Also from that notable institution are Dr. Max Howell (Membership Chairman — and, incidentally, Dr. Howell is also on the National executive), Mr. Peter Mullins (V.P. for Recreation), Mr. Bob Hindmarch (V.P. for health), and Mr. Bob Morford who guards our treasury. Mr. Al Grant from McPherson Junior High in Burnaby serves as V.P. for Phys. Ed. Secretarial duties are handled by Miss Marilyn Russell from West Van High and Miss Pat Crehan from Magee.

Summer School Courses

The Canadian YMCA Summer School is offering six courses at Geneva Park this summer. It is sponsored by the Personnel Services Dept. of National Council YMCAs of Canada, with the cooperation of Sir George Williams College.

COURSES

1. *YMCA History, Philosophy & Organization.*
   Instructor—Leslie Vipond
   General Secretary
   National Council YMCA.
   Dates—August 6-20.
2. *Community Organization*
   Instructor—Robert C. Rae
   Dean, College
   Sir Geo. Wms., Montreal
   Dates—August 6-20.
3. *Administration*
   Instructor—Clifford A. Schell
   Financial Bureau
   U.S. Nat. Council YMCA.
   Dates—August 13-27.
4. *Counselling*
   Instructor—John E. Andoff
   Director, Student Placement
   McMaster Univ., Hamilton.
   Dates—August 13-27.
5. *Group Work and Supervision*
   Instructor—A. John Byles
   Asst. Prof. U. of Tor.
   Sch. Social Work, Toronto
   Dates—August 20—September 3.
6. *Religious Leadership*
   Instructor—Boyd G. Sinyard
   Prof. Rel. Knowledge,
   Sir Geo. Wms. College.
   Dates—August 20—September 3.

FOR FURTHER INFORMATION

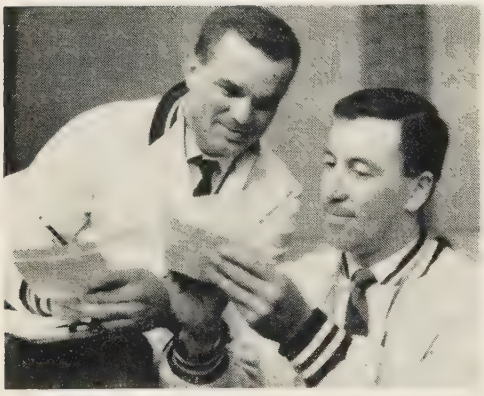
Write to: Murray Shantz,
National Council of YMCAs
15 Spadina Road,
TORONTO 4, Ontario.

The London Physical Efficiency Project—Part III

By

JOHN A. FAULKNER and MICHAEL S. YUHASZ

University of Western Ontario



This is the third and concluding article in the series based on data collected on the seven item Western Physical Efficiency Test, the Activity Questionnaire and the LaPorte Score Card Ratings. Part III is concerned with comparisons between boys and girls (ages 11 to 13) from six selected London Public Schools and a similar sample from another urban community.

London has not any supervisory physical education personnel and the major portion of the teaching is done by classroom teachers with no special training. Ottawa, the city selected for the comparative study has three full-time physical education supervisors and all the grade 7 and 8 classes are taught by physical education teachers with varied levels of training. The community and interschool sports programmes are more highly organized and competitive in London than in Ottawa where only playdays and tournaments are allowed.

Analysis of Data. A random sample of 180 boys and 180 girls (30 from each school) was drawn from each community. Physical fitness, motor ability and physical efficiency levels were determined for each sample (Table 1). The impact of the physical education programmes upon the different age groups was assessed by the physical efficiency levels of random samples of 30 boys and 30 girls from each of the three age groups (Table 2). The level of physical fitness, motor ability and physical efficiency at the terminal point of the public school programme was compared through stratified random samples of grade 8 boys and girls (Table 3). In each instance the means and variances were calculated by the ungrouped data method. The F test of the variance and the t test comparison of the means was made to determine differences (3) at the 5 per cent level of significance.

The responses to the Activity Questionnaire provided data for the grouping of the boys and girls into four physical activity groups (Table 4). The percentages of children in each group were determined, the mean and variance calculated, and the significance assessed.

A LaPorte Score Card Rating was made out for each of the schools. The ratings were then summed for the six schools in each city to provide a total in each of the six major divisions (Table 5). Comparisons in programme, indoor and outdoor facilities, organization, health services and the composite score were made on the basis of these city totals.

Discussion. There was greater variability amongst the physical fitness, motor ability and physical efficiency means of different schools in each community than between the two communities. It is impossible to say that one community is better than the other since that would depend upon one's objectives. The communities were, however, very different as to the general levels displayed.

Although there were no significant differences in the boys' means (Table 1), the London distribution showed significantly greater variability (Table 2). The increased variance resulted from greater dispersion at both ends of the distribution. The dispersion at the upper end of the distribution may be credited to the highly organized and competitive community sports programme.

The contributions of this programme are indicated by the large differential between the mean of the community sports participants and the no activity and inter-school activity groups (Table 4). The dispersion at the lower end of the distribution must be attributed to deficiencies in the school physical education programme. These children who have lagged behind their agemates in the development of physical skills are termed "fringers" because they have difficulty integrating with their age group (6). This is particularly true of boys where group status is often determined by physical prowess.

The early recognition of low skilled persons is imperative. Remedial treatment has been accepted for reading and speaking (6). Why not special classes for those with low levels of physical efficiency? In physical skills, just as in disease, to prevent is easier than to cure. This calls for testing in the early elementary grades with subsequent diagnoses and guidance in problem areas.

For those who do deviate from their peer group in motor development, re-integration is much more easily obtained in childhood than in adolescence. Boys and girls are more malleable during the elementary school years and have far more free time to devote to the attainment of physical fitness and the development of motor skills. Postponement until secondary school years allows the pattern of withdrawal from physical activity to become fixed and resistant to change.

Sports fitness schools for the seven to fourteen age group at the University of Illinois and the University of Michigan have demonstrated that youngsters with low levels of physical efficiency can make major gains. Such gains occur when the skills are geared to their level and opportunities for intensive practice are provided. Unfortunately, these criteria are usually found only in the coaching and practicing of competitive school and community teams.

The only research available on the teaching of the motor retarded has been done at the college level (6). The retarded group is segregated and then methods of instruction are developed based upon the present status and learning rate of the group. This does much to help the attitude of the low-skilled toward physical activity which is often a major barrier to improvement. Under such circumstances results are very encouraging.

The lower variability of the boys' scores in Ottawa indicates a lessened deviation of the low scores from the mean which is commendable. However, the scarcity of high scores as compared to the London sample suggests that there is not sufficient competitive motivation for the physically gifted boy.

The increase in variance from age group to age group in the sample of London boys is due to the upper deciles improving faster than the mean accompanied by a lag in the lower deciles. The reduction in the variance of 13 year old boys in Ottawa indicates that a supervised physical education programme taught by physical education teachers can reduce this lag through the improvement of the less gifted group (Table 2).

The mean for the Ottawa girls was significantly lower than that for the London girls in physical efficiency for 12 year olds and in physical fitness and physical efficiency for the total sample.

Physical fitness, motor ability and physical efficiency levels for girls were low in both communities. The decrease in the variance of the distribution with age is mute testimony to the stagnant condition of physical efficiency amongst the girls. The decrease in variance is caused by a regression of the upper quartile toward the mean. Few girls attain even an approximation of their potential and cross-sectional studies show that the average girl demonstrates her peak of physical efficiency at 12 to 13 years of age. Boys, on the other hand, continue to improve up to 20 or 25 years of age dependent upon the measures used.

Although not significant, boys and girls in Ottawa tend to show lower levels of physical efficiency at 11 years of age and then gradually catch up. The role of the school is reflected in the improved grade 8 means in Ottawa. Undoubtedly, the major factor which contributes to this improvement is the grade 7 programme in Ottawa. This substantiates recent findings in Illinois (7). Zimmerman found that boys taught by physical education teachers scored higher than those taught by classroom teachers in 20 of 35 classification events and girls in 14.

TABLE 1

COMPARATIVE MEANS IN PHYSICAL FITNESS, MOTOR ABILITY, AND PHYSICAL EFFICIENCY FOR THE TWO COMMUNITIES

	Physical Fitness	Motor Ability	Physical Efficiency
London Boys (N = 180)	50	50	50
London Girls (N = 180)	47	52	49
Ottawa Girls (N = 180)	50	50	50
Ottawa Boys (N = 180)	45	47	46

TABLE 2

COMPARATIVE PHYSICAL EFFICIENCY MEANS AND VARIANCES BY AGE GROUPS

	AGES		11	12	13	TOTAL
BOYS	London	Mean	49	50	50	50
	(N = 30)	Variance	155.9	174.4	235.9	179.5
	Ottawa	Mean	45	50	49	48
	(N = 30)	Variance	73.1	156.7	105.9	111.2
	F Ratio		2.13*	1.11	2.23*	1.61*
GIRLS	London	Mean	48	50	51	50
	(N = 30)	Variance	129.6	101.9	89.7	106.8
	Ottawa	Mean	45	46	48	46*
	(N = 30)	Variance	108.2	80.9	74.7	84.8
	F Ratio		1.20	1.26	1.20	1.26

Asterisks indicate 5% level of significance

TABLE 3

COMPARATIVE MEANS OF RANDOM SAMPLES OF GRADE 8 BOYS AND GIRLS

		Physical Fitness	Motor Ability	Physical Efficiency
Boys	London (N = 60)	50	49	50
	Ottawa (N = 60)	50	54	52
Girls	London (N = 60)	51	53	52
	Ottawa (N = 60)	49	50	50

TABLE 4

COMPARATIVE PHYSICAL EFFICIENCY MEANS FOR GROUPS WITH VARIED LEVELS OF VIGOROUS PHYSICAL ACTIVITY OUTSIDE OF REGULAR PHYSICAL EDUCATION PERIODS

		Boys		Girls	
		% in Group	Mean S.S.	% in Group	Mean S.S.
1. No Activity:					
	London	42	44	60	46
	Ottawa	32	46	56	43
2. Interschool Sports Only:					
	London	25	45	19	53
	Ottawa	23	46	35	50
3. Community Sports Only:					
	London	8	56	10	54
	Ottawa	9	46	0	—
4. Interschool and Community Sports:					
	London	25	59	11	58
	Ottawa	36	53	9	53
5. Totals:					
	London	100	50	100	50
	Ottawa	100	49	100	46

Ottawa displayed significantly higher LaPorte Score Card results in the areas of programme, outdoor and indoor facilities, organization and total ratings. The two cities were identical in their provision of medical examinations and health services. The Ottawa schools are 71 per cent effective in the attainment of elementary school standards, whereas, the London schools were 41 per cent effective. Undoubtedly, the supervisory leadership in physical education has contributed greatly to the higher ratings found in Ottawa. This contribution is reflected directly in the improved programme and organization and indirectly in the provision of better indoor and outdoor facilities by administrators (Table 5). There is strong evidence to show that secondary schools which meet the established standards are teaching pupils more effectively than those that do not (1, 2). The problem in elementary school is to find programmes that are intensive enough to produce significant differences.

Conclusions.

1. There was greater variation in the Physical Efficiency Means amongst the six schools in each community than there was between communities.
2. There was a significant difference between the two communities in the variability of the boys' physical efficiency scores. This was caused by greater dispersion at both ends of the distribution

TABLE 5

COMPARATIVE RATINGS OF THE LA PORTE SCORE CARD FOR SCHOOLS OF THE TWO COMMUNITIES

	School	Program	Outdoor Areas	Indoor Areas	Organization	Health Services	Total
OTTAWA	A	22	18	18	22	32	112
	B	22	17	17	22	32	110
	C	21	21	17	22	32	113
	D	22	18	18	22	32	122
	E	22	21	17	21	31	112
	F	15	9	8	18	31	81
OTTAWA		21	17	16	21	32	107
LONDON		7	9	8	12	31	67
MAXIMUM SCORE		30	24	24	36	36	150

in the London sample. Ottawa appears to provide a better physical education programme for the less gifted in physical efficiency, whereas, London is doing a better job of providing motivation and competition for the gifted boy largely through community agencies.

3. The Ottawa girls had significantly lower means in physical fitness and physical efficiency.

4. Both boys and girls in Ottawa start off at a lower level of physical efficiency and then gradually catch up to the London youngsters. In grade 8, the Ottawa boys indicate significantly higher levels of motor ability. There was no difference amongst the girls in grade 8.

5. There was a smaller percentage of boys and girls in the no activity group in Ottawa. This was due to the number of boys who took part in the community programme, particularly minor hockey, and to the number of girls who took part in the interschool playdays and tournaments. In all groups, those who took part in community programmes had higher physical efficiency means. Girls who participated in interschool sports also had significantly higher means.

6. The higher motor ability means of the grade 8 students in Ottawa may be attributed to the improved programme offered by special physical education teachers as compared to that offered by classroom teachers. This substantiates the findings of a recent study conducted in Illinois schools grades 5 to 8.

7. Ottawa showed higher ratings in all categories of the LaPorte Score Card with the exception of Health Services. Categories include programme, indoor and outdoor facilities and organization. The effect of supervisory leadership appears to be a key factor in the attainment of the higher ratings in Ottawa.

TRANS-CANADA GRAPEVINE

By C. R. BLACKSTOCK
Executive Secretary

George Grant of British Columbia, who is presently visiting in Scotland as an exchange teacher, has written in to request "Guest Membership" in the Physical Education Association of Great Britain and Northern Ireland. This makes him the first member of our Canadian Association to take advantage of this agreement we have with the Sister Organization in Great Britain.

* * * *

There seems to be a growing concern to develop something in the way of a distinctive Canadian Physical Education Philosophy and Programme. This would help to offset some of our dependence on the United States for our ideas and practices. It is true to say that the British practices are being followed in more places in Canada than was so, a while back. Perhaps this will give us the pattern that is more Canadian. Now that we have many more trained physical education people and recreation leaders in our country, more of them should be putting on paper, a philosophy for our work.

* * * *

The Canadian Camping Association met in joint sessions with the Quebec Camping Association in Montreal in April. A major concern of the Canadian Association and some of its provincial affiliates is the establishment of good practices, that will meet gradually rising standards. The problem seems to be one of getting uniform acceptance of what are standards or good practices. Miss Caesar and Mrs. Bebb, who have been very closely related to the American scene and to their committee, which has been developing and improving the standards for American camping, reported that it was very important when a camp was being considered that the intent of the camp direction should be given close consideration.

* * * *

The R.C.A.F. Moose Jaw Recreation Officer puts out a calendar for each week. It is mimeographed and indicates the places and times of all activities that are being carried on at their excellent facilities. This is distributed to personnel on the station for their information. It is also a means of getting the interest and participation of more people in the recreation programme.

* * * *

One of the things that Jack Passmore would very much like to have is regular reports from branches. We understand that a number of Branches put out a newsletter for members fairly regularly during the year. The National Office or Mr. Passmore would be keenly interested to have copies of these reach our offices so that we can inform others in other parts of the country what is going on. It would also be appreciated if we could have an up-to-date list of the officers with their correct addresses, so that we can get in touch with them. The most recent of these newsletters that have come to hand is one from the B.C. Lower Mainland Branch. Let's have them all in . . . and soon.

* * * *

Frank Hayden, whose article appears on page 18, is a graduate of the University of Western Ontario, who is completing work toward his doctorate degree at the University of Illinois. Frank is anxious to return to Canada if a suitable position is available. He may be reached at 1108 East Michigan, Urbana, Illinois.

Some of us are in search of back numbers of the Bulletin or the Journal. We are interested in getting a copy of Vol. 23, No. 2. This is the old mimeographed edition of our Journal. Some of you may have a copy of this issue that you no longer have any use for. This request came from the University of Adelaide, South Australia. We are also looking for a copy of Vol. 24, No. 1, to complete a file in a Canadian University. Please send us a copy if you don't mind parting with yours or if you have an extra one.

* * * *

We request that you consider writing biographical notes about people who have made distinctive contributions in your locality. This would be important for those people who have retired from active teaching. A number of these people all across the country have a story to tell about the history of our profession and its three areas. We should get a record of these before it is too late. Similar histories could be written about the several organizations, such as City Playgrounds, Programmes for the Handicapped and the gradual increase in facilities for all kinds of activities.

* * * *

Many of you will remember Phil Smithells from the University of Otago. We recently had a letter from him in which he stated that they were safely back to New Zealand and at work. Many of you will be pleased to know that Mrs. Smithells is recovering satisfactorily after effects of the accident which occurred a little over a year ago in the United States, where they were visiting. We can expect to get a report from Phil sometime soon telling of his impressions gained on his trip across the U.S. and Canada. He sent his regards to all of those who remembered him. We know he would be interested in hearing from you anytime about aspects of Canadian Physical Education and Recreation.

* * * *

Art Erikson, Associate Professor of the School of Physical Education, University of Alberta is interested to correspond with people concerned with health instruction. I am sure you will get a co-operative hand from Art. He is especially interested in the health instruction that is carried on in schools and universities in Canada.

Barry Thompson, University of New Brunswick, Fredericton, is the new editor of the Maritime Association for Physical Education and Recreation Newsletter. In the first edition that came out from him, they report their fall meeting and indicate coming events. An interesting report in the Newsletter is that the Association has established a One Hundred Dollar Bursary for a resident of the Atlantic Provinces, prepared to enter the third year of an undergraduate degree programme in Physical Education and Recreation. Applications for such a scholarship or bursary should be addressed to Dr. J. W. Meagher, University of New Brunswick, Fredericton.

* * * *

The Executive Secretary has not had too good a response to his request for information about Junior High School Athletics. Charles A. Bucher, N.Y.U., is making a study of this aspect of programme. We would appreciate receiving here your system of controls and any studies or research that have been conducted by you bearing on this problem. Please send them in.

* * * *

Lorne Manchester writing in the February issue of the Canadian Legionary under a title "A Bad Case of Spectatoritis" urges Legion members to get up off their seats.

He makes a point for maintaining reasonable strength of muscle for all purposes. This can be maintained only by using the muscles regularly—every day.

The Legion is doing a good job of providing programmes for youngsters. They should do something for themselves too. And they would be more influential leaders of the boys and girls.

* * * *

The Canadian Medical Association, 150 St. George Street, Toronto, Ontario has filmettes on the following two subjects:

'Fitness'

'Obesity'

These filmettes would be useful in connection with health instruction in the class room and may be obtained from the Canadian Medical Association by writing to them direct.

BOOK REVIEWS

Title:
Clown Act Omnibus

Author:
Mr. Wes. McVicar

Publisher:
Associated Press,
291 Broadway, New York 7
257 pages $4.95

This is one of those books that you first thumb through several times "to catch the act" before settling down to page one and really learn all about it. Besides the many clown acts and suggested variations I learned the rules science behind clowning. I had no trouble visualizing what to do to clown up a show. And as I read I realized that I had not done a clown number for some years.—(Life is really getting too grim)—The urge was soon upon me.

The book is organized into do's and don'ts of clowning; the organization needed behind a core of clowns; equipment and dress required; walk-ons and walk-arounds (What are they! Just what it says); Clown acts with simple, special, constructed and gymnastic equipment; acts for water shows (swimming and diving).

I was glad to be asked to review this omnibus because I am a long admirer of Wes McVicar from Central Y.M.C.A. of Toronto days. I am a little leery of the statement though, that I was recommended as a proper person to do it.

Yes I am going to use the book. I have to put on a National Survival Demonstration in a few months time and I'll tell you now it won't be "deadly".

Robert G. Gladish,
Reviewer.

Title:
Growth Through Play

Authors:
A. A. Farina, S. H. Furth and J. M. Smith

Publisher:
Prentice-Hall Inc.
Englewood Cliffs, New Jersey, U.S.A.
310 pages $5.75

Growth Through Play is a single and comprehensive source of play and rhythmical play activities, encompassing the growth, development and make-up of the child, age 4-12.

Original in approach, **Growth Through Play** considers in detail the social, psychological, and muscular neurological development of the child's particular age level and includes games suitable to fulfill the need and interests of such children.

As you glance through the book you will find that it is further enhanced by the following features:

1. Chapters are arranged according to chronological age and divided into sections facilitating easy selection of activities by the instructor.
2. Each **typical** age group is preceded by a brief statement summarizing the psychological, sociological growth and skill development patterns of most children at that age level.
3. 500 games and rhymes are included with original research in "Spauldeen" games, "rope jumping" games, and "hop scotch" games.
4. Suggestions are incorporated to aid the instructor in organization and teaching.
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